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ABSTRACT

This packet contains 11 2-page fact sheets on various facets of vocational, technical, and adult education. The fact sheets cover the following topics: (1) performance measures and standards--what the law says; (2) career academy programs; (3) integration of academic and vocational education; (4) tech prep education; (5) the Carl D. Perkins Vocational and Applied Technology Education Act, Public Law 101-392; (6) integration of academic and vocational education; (7) vocational student organizations; (8) the federal role in vocational education today; (9) career guidance and counseling programs; (10) rural education; and (11) the Secretary's Awards for Outstanding Vocational-Technical Education Programs--1995. Each fact sheet defines and describes its topic, provides some background information or information on the significance of the subject, and includes names and addresses as resources. (KC)

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U.S. Department of Education
Office of Vocational & Adult Education
Division of Vocational-Technical Education

ED 404 562

Fact Sheets

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

PERFORMANCE MEASURES AND STANDARDS -- WHAT THE LAW SAYS

WHAT ARE PERFORMANCE STANDARDS AND MEASURES?

Performance standards and measures, as required in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Perkins Act), are unique outcome-based performance indicators that provide the foundation for an accountability system developed by each State to evaluate the quality of its vocational-technical education programs.

Under the Perkins Act, each State includes at a minimum:

- Measures of learning and competency gains, including student progress in the achievement of basic and academic skills
- One or more measures of performance such as:
  - competency attainment
  - job or work skill attainment
  - retention in school/secondary school completion
  - placement (in school, job, military)
- Incentives and adjustments designed to encourage service to targeted groups and special population students
- Procedures for using existing resources and methods in use by other programs receiving Federal assistance such as the Job Training Partnership Act Program and the Job Opportunities and Basic Skills Training Program.

WHO MUST DEVELOP STANDARDS AND MEASURES?

Each State receiving funds under the Perkins Act must develop and implement a statewide system of core standards and measures of performance. Each local recipient of Title II, Part C funds must evaluate its programs (secondary, postsecondary, adult) annually using the State-developed standards and measures.

A State may elect to expand the scope of its system beyond those projects and activities receiving Perkins funds.

A State may also authorize local modifications to the State-established standards and measures. Local modifications may be necessary for unusual economic, geographic, or demographic conditions in a local area or due to the unique characteristic of the population being served.

WHAT IS THE DEADLINE TO ESTABLISH STANDARDS AND MEASURES?

The Perkins Act mandated that every State develop and implement its State-wide system by September 25, 1992.

HOW WILL STANDARDS AND MEASURES BE USED TO EVALUATE VOCATIONAL-TECHNICAL PROGRAMS?

Beginning with the 1992-93 school year, local programs that receive Federal vocational funds (and any additional programs and cohorts designated by a State) evaluate annually the effectiveness of their programs based on the standards and measures.

The Perkins Act requires the local evaluation to include the participation of representatives of individuals of special populations. Also, the progress of vocational programs in providing students with "strong experience in and understanding of all aspects of the industry they are preparing to enter" is to be evaluated.

If a local program is not making substantial progress in meeting the standards and measures after one year, the local recipient is to develop a local improvement plan for the succeeding school year.

If after implementing the local improvement plan for one year, sufficient progress in meeting the standards and measures has not been made, the State works jointly with the local recipient to develop a program improvement plan. This plan is then jointly reviewed and revised annually until the local recipient sustains fulfillment of the standards and measures for more than one year.

WHAT IS THE FEDERAL ROLE IN PROGRAM ACCOUNTABILITY VIA PERFORMANCE STANDARDS AND MEASURES?

The role of the U.S. Department of Education is three-fold:

1. To provide on-going technical assistance to States during the development and implementation of the performance standards and measures;

2. To research and report on the status and usefulness of performance standards and measures to improve the quality of vocational-technical education; and

3. To monitor States' compliance with the requirements outlined in the Act.

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DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

CAREER ACADEMY PROGRAMS

Career academies are high school programs that are usually "**SCHOOLS-WITHIN-SCHOOLS**", that are occupationally focused. These educational structures bring together groups of students and teachers who get to know and value each other over a two to three year period of time. There are over 1,100 career academies in operation, some established as long ago as the early 1960's. They train primarily high school juniors and seniors in such areas as environmental technology, applied electrical science, horticulture, sports education, business education, travel and tourism, aviation technology, computer engineering, avionics, building trades, and health care careers.

Career academy programs have proved to be very effective, particularly for training members of special populations and students seeking to enter non-traditional occupations. The career academy concept has been so successful that it is now recommended for all students who want or desire such education and training leading to existing jobs in the public and private sectors.

PROGRAM FUNDING FACTS

Career academy programs have received federal support in some form from federal agencies, such as:

U.S. Department of Education
U.S. Department of Defense
U.S. Department of Labor
U.S. Department of Justice
U.S. Department of Agriculture

DEFINING CHARACTERISTICS OF CAREER ACADEMIES

Career academies usually have several distinct elements that help to distinguish them from traditional education and training programs. However, it is not necessary that all of the identified characteristics be present in a particular career academy for it to be effective and provide quality education and training to all students. Most individuals that graduate from a career academy program are academically and technically proficient and qualified to continue in postsecondary education. Some of the characteristics of a career academy program are:

- block scheduling
- reduced class size
- common planning period/integrated academic and vocational content
- broad occupational focus
- partnerships with business
- mentoring

Block Scheduling

Career academies bring together groups of students who share a common core of classes, usually three academic classes, and a technical/vocational class. Block scheduling provides for more flexibility in arranging activities for all classes at the same time, and also provides opportunities for team teaching.

Reduced Class Size

Career academy classes are smaller than are typical in most high schools, primarily because students volunteer for the program and must demonstrate their commitment through an application process. Small classes allow teachers to get to know their students, allowing time to address individual needs. Students are also part of a positive peer group interested in school and in acquiring skills that will help them to be more successful in the job market.

Common Planning Period/Integration of Academic and Technical Content

There is a common planning period for academic and technical staff each day to coordinate program planning and exchange information about student progress. Due to the close alliance between technical and academic teachers in planning the program, this structure encourages the integration of academic and vocational instruction. In addition, students' employment and other contacts with employers help transition their academic work into a practical content.

Broad Occupational Focus

Occupational focus such as careers in aviation, computer science, or small business operations serve two functions in the career academy. First, it unifies instruction. Integrated curricula directly relate academic coursework to the occupational focus, explicitly linking school-work to job training. Secondly, it ensures that students are trained in an area with a labor market need.

Partnerships with Business

Career academy programs encourage, and in some cases require, no change in the support and the participation of business in the community, specifically those that are in the same "technical" field as the academy. A broad base of business links ensures the academy of industry support in providing job-related activities. Business partners need to be part of the program development team, adding their input to curricula, providing speakers and mentors, lending employees to assist with the technical classes, and creating work opportunities.

Mentoring

Linking the student to the business world through mentoring is an important component of the career academy model. By the second year of the academy, each student should be matched with a mentor from the business community. The mentor gives the student a role model and a "friend in the industry" who can offer information and guidance on how to achieve success.

The career academy model can enhance a student's ability to capture the essential academic and technical skills necessary for employment in a rapidly changing workplace and help to cultivate the desire for lifelong learning.

Career Academies Federally Supported Research

The RAND Corporation: RAND is in the process of evaluating the JROTC career academy programs currently in operation in a number of states. The evaluation will assess the effectiveness and the impact of JROTC career academies on at risk youth.

The Manpower Demonstration Research Corporation (MDRC): Currently, MDRC is conducting a three-part study to determine the effectiveness of select high school career academies. The study will include an assessment of program impacts, analysis of implementation, and analysis of cost-effectiveness of the program model.

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DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION

WHAT IS INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION?

The integration of academic and vocational education is the planned coordination and sequencing of courses, curricula, and/or programs so that students can develop and achieve both academic and vocational competencies. Such integration:

- strives to bring vocational and academic education into a common and equal relationship
- emphasizes contextual learning through a variety of approaches
- is both a secondary and a postsecondary phenomenon.

WHAT DOES THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT SAY ABOUT INTEGRATION OF VOCATIONAL AND ACADEMIC EDUCATION?

The Perkins Act addresses the integration of academic and vocational education in two sections. The Basic State Grant Program, under Title II of the Perkins Act, requires States to implement academic and vocational education integration:

> "Funds made available... shall be used to provide vocational education in programs that--integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies." (Title II, Part C.2, Sec. 235)

Title IV authorizes "Demonstration Projects for the Integration of Vocational and Academic Learning," a national competitive grants program, intended to stimulate projects that develop, implement and operate programs using different models of curricula that integrate vocational and academic learning by: 1) designing integrated curricula and courses; 2) providing inservice training for teachers and administrators in integrated curricula; and 3) disseminating information regarding effective integrative strategies. (Title IV, Part B, Sec. 420).

WHAT ARE SOME APPROACHES TO ACADEMIC AND VOCATIONAL INTEGRATION?

The National Center for Research in Vocational Education (NCRVE) has identified seven model approaches to curricular integration: 1) incorporating academic competencies into vocational courses; 2) increasing the academic components of vocational programs; 3) applied academics; 4) curricular alignment--articulation; 5) the career academy; 6) replacing academic with occupational clusters; and 7) a matrix approach combining departments and occupational clusters.

WHERE CAN YOU FIND OUT MORE ABOUT VOCATIONAL AND ACADEMIC INTEGRATION?

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EXAMPLES OF DEMONSTRATION PROJECTS FOR INTEGRATION

The U.S. Department of Education has funded twenty "Demonstration Projects for the Integration of Vocational and Academic Learning," which meet the criteria required under Title IV of the Perkins Act.

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DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

TECH PREP EDUCATION

Tech Prep education is a significant innovation in the education reform movement in the United States. Tech Prep was given major emphasis in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and was amended in the School to Work Opportunities Act of 1994.

Tech Prep education is a 4+2 , 3+2 or a 2+2 planned sequence of study in a technical field beginning as early as the ninth year of school. The sequence extends through two years of postsecondary occupational education or an apprenticeship program of at least two years following secondary instruction, and culminates in an associate degree or certificate.

Tech Prep is an important school-to-work transition strategy, helping all students make the connection between school and employment.

ELEMENTS OF A TECH PREP PROGRAM

The Perkins law requires that Tech Prep programs have seven elements:

- an articulation agreement between secondary and postsecondary consortium participants;
- a 2+2 , 3+2 or a 4+2 design with a common core of proficiency in math, science, communication and technology;
- a specifically developed Tech Prep curriculum;
- joint in-service training of secondary and postsecondary teachers to implement the Tech Prep curriculum effectively;
- training of counselors to recruit students and to ensure program completion and appropriate employment;
- equal access of special populations to the full range of Tech Prep programs;
- preparatory services such an recruitment, career and personal counseling, and occupational assessment.

States are required to give priority consideration to Tech Prep programs that:

- offer effective employment placement;
- transfer to 4-year baccalaureate programs;
- are developed in consultation with business, industry, labor unions, and institutions of higher education that award baccalaureate degrees; and
- address dropout prevention and re-entry and the needs of special populations.

OUTCOMES FOR STUDENTS

Student outcomes include:

- an associate degree or a 2-year certificate;
- technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business;
- competence in math, science, and communication; and
- employment.

TECH PREP SUCCESS

Each State receives Federal funds to implement Tech Prep programs. There were approximately 1,029 Tech Prep consortia in 1995 but the number increases yearly. In 1995, 737,635 students in the United States were involved in Tech Prep.

During the past six years (1991-96), six Tech Prep consortia have received the US Department of Education' s "Excellence in Tech Prep Award":

- Tri-County Technical College and Partnership for Academic and Career Education (PACE) in Pendleton, South Carolina;
- Portland Community College and Portland Area Vocational Technical Education Consortium (PAVTEC) in Portland, Oregon;
- Indian River Community College and Quad County Tech Prep Consortium in Fort Pierce, Florida;
- State Center Tech Prep Consortium (SCTPC) in Fresno, California;
- Mississippi County Tech Prep Consortium in Osceola, Arkansas; and
- Miami Valley Tech Prep Consortium in Dayton, Ohio.

The Department also funded nine model Tech Prep sites:

- Consortium to Restructure Education through Academic and Technological Excellence (CREATE), Oklahoma City, Oklahoma;
- Los Angeles Area Tech Prep Consortium, West Covina, California;
- Mt. Hood Regional Cooperative Consortium, Gresham, Oregon;
- Partnership for Academic and Career Education (PACE), Pendleton, South Carolina;
- Rhode Island Tech Prep Associate Degree Program, Warwick, Rhode Island;
- Richmond County Tech Prep, Hamlet, North Carolina;
- Seattle Tech Prep, Seattle, Washington;
- Southern Maryland Education Consortium in LaPlata, Maryland; and
- Center for Occupational Research and Development, Waco, Texas (includes sites in Texas, South Carolina, Virginia, New Mexico, Michigan, and Oregon).

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DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT, PUBLIC LAW 101-392

WHAT IS VOCATIONAL-TECHNICAL EDUCATION?

The Perkins Act defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

HOW IS THE PERKINS ACT ADMINISTERED BY THE EDUCATION DEPARTMENT?

The Department's Office of Vocational and Adult Education (OVAE) administers the Perkins Act. Under the Perkins Act, federal funds are made available to help provide vocational-technical education programs and services to youth and adults. The vast majority of funds appropriated under the Perkins Act are awarded as grants to state education agencies. These State Basic Grants are allotted to states according to a formula based on states' populations in certain age groups and their per capita income.

Only State Boards for Vocational Education are eligible to apply for State Basic Grants. The distribution of grant funds within a state is directed to priority items established by the state in accordance with an approved state plan for vocational-technical education. Local education agencies and postsecondary institutions are eligible recipients for subgrants.

OVAE administers this Act to ensure equal access to programs, services, and activities addressing the nation's education and workforce needs. Within OVAE, the Division of Vocational-Technical Education (DVTE) provides national leadership in the delivery of quality vocational-technical education by assisting states in ensuring equal access to underserved populations, giving technical assistance to states in program improvement, and strengthening the capacity of states to offer programs responsive to employment sector needs.

WHAT FEDERAL FUNDING IS AVAILABLE?

The total appropriations for Perkins was $1.06 billion dollars in 1996. States received these funds in the form of $963 million for their state basic grants and $100 million for Tech Prep. All states receive funds for secondary and postsecondary education. Perkins provides approximately one-tenth of the total state expenditures on vocational-technical education.

HOW DO SCHOOLS USE PERKINS FUNDS?

According to the National Assessment of Vocational Education study, the most frequent uses of funds included: occupationally-relevant equipment, vocational curriculum materials, materials for learning labs, curriculum development or modification, staff development, career counseling and guidance

activities, efforts for academic-vocational integration, supplemental services for special populations, hiring vocational staff, remedial classes, and expansion of tech prep programs.

WHY IS VOCATIONAL-TECHNICAL EDUCATION SIGNIFICANT?

The United States competes in a global economy. The purpose of the Perkins Act is to prepare a workforce with the academic and vocational skills needed to compete successfully in a world market.

Vocational-technical education allows students to explore career options and develop the skills they will need both in school and in the workplace.

Vocational-technical education's combination of classroom instruction, hands-on-laboratory work, and on-the-job training meets students' different learning styles so that all may learn.

Vocational-technical education prepares participants for both postsecondary education and employment. Vocational-technical education prepares individuals for the bulk of America's jobs. Today, only about 20% of America's current jobs require a four-year college degree. But many jobs require some education beyond high school, often at the community college level.

HOW IS VOCATIONAL-TECHNICAL EDUCATION CHANGING?

- Vocational-technical education now incorporates both school-based and work-based learning
- Business partnerships are key to successful programs
- For most occupations, postsecondary education is essential
- Vocational-technical education now encompasses postsecondary institutions up to and including universities
- Vocational-technical education uses more and higher technology
- Vocational-technical education uses cyberspace as a resource

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DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

VOCATIONAL STUDENT ORGANIZATIONS

WHAT ARE VOCATIONAL STUDENT ORGANIZATIONS?

Vocational Student Organizations (VSO's) serve over 2 million youth and young adults. Within the context of the vocational education instructional program, VSO's address the development of youth leadership skills and program specific knowledge vital to a student's education and career development. According to the National Assessment of Vocational Education (NAVE), "Vocational student organizations bring together students interested in careers in specific vocational fields, providing them with a range of individual, cooperative, and competitive activities... ." The United States Department of Education recognizes ten VSO's in a policy statement signed by the Secretary of Education. Legislative support for these co-curricular programs is included in current vocational education legislation. The ten VSO's are:

Business Professionals of America

Business Professionals of America (BPA) contributes to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills to learners in middle schools, secondary, and postsecondary schools. The organization is a cohesive agent in the networking of education, business, and industry. BPA offers comprehensive/technological competitive event programs available to business/office education students.

DECA

DECA, formerly Distributive Education Clubs of America, provides activities and classroom tools that promote the learning of competency-based skills in marketing, management and entrepreneurial career fields, and develop leadership and civic consciousness. DECA serves more than 160,000 students enrolled in secondary and postsecondary marketing education programs. DECA is not extracurricular; it is an integrated part of the classroom instructional program. Marketing education programs, with DECA, meet the requirements of a school-to-work program.

Future Business Leaders of America -- Phi Beta Lambda (FBLA-PBL)

FBLA (middle level and secondary) -- PBL (postsecondary) prepares students by promoting business leadership, understanding of private enterprise, establishing career goals, and developing character and self-confidence in its members. FBLA-PBL serves 300,000 members and teachers in 13,000 chartered chapters worldwide.

National FFA Organization (FFA)

The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. FFA is an integral, intracurricular part of the agricultural education program, providing leadership training to supplement classroom education and hands-on career experience. FFA programs and activities help members develop public speaking skills, conduct and participate in meetings, manage financial matters, strengthen problem solving abilities, and assume civic responsibility. Nearly 450,000 members -- students aged 12-21 enrolled in agricultural education programs -- participate on local, state and national levels in approximately 7,275 chapters throughout the United States, Puerto Rico, Guam, and the Virgin Islands.

Future Homemakers of America (FHA/HERO)
FHA/HERO helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education. FHA/HERO chapter projects focus on such topics as teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, intergenerational communication and career exploration. FHA chapters emphasize family and consumer sciences education; HERO chapters are for members enrolled in occupational programs. There are currently about 255,000 members in nearly 10,000 chapters.

Health Occupations Students of America (HOSA)
Nearly 60,000 health occupation students in approximately 1,700 chapters in 35 States are affiliated with HOSA. HOSA's mission is to provide compassionate and technically qualified health care workers for the health care delivery system. HOSA's National Competitive Events Program is designed to recognize health care specific and leadership competencies of secondary, postsecondary and collegiate students. The Educational Symposium, which is the core of the National Leadership Conference, provides health care related workshops for the 3,500 delegates that attend the annual event. HOSA members are provided numerous opportunities to develop, practice and refine their skills in local chapter activities as well as state and national elected leadership opportunities.

National Young Farmer Educational Association (NYFEA)
"The Association for Educating Agricultural Leaders." NYFEA, the National Young Farmer Educational Association, originated to serve beginning farmers around the country. NYFEA provides educational opportunities to aspiring farmers. Its expanded mission is to provide leadership development, management training and community service programs to all adults interested in learning about agriculture.

Postsecondary Agriculture Students (PAS)
The National Postsecondary Agricultural Student Organization provides opportunities that promote individual growth, leadership and strong personal ethics for individuals who are pursuing agricultural careers (non-baccalaureate and baccalaureate). PAS's instructional programs cover all areas of agriculture and agriculture-related occupations. The organization enhances members' occupational training through incentive awards and leadership opportunities, including the Planning for Progress Award Program, which encourages PAS members to explore careers and take active roles in the education process. PAS membership is available to students in agriculture-related postsecondary programs in approximately 550 institutions in all States.

Technology Student Association (TSA)
TSA, the national organization for technology education students, promotes student achievement through co-curricular classroom activities, competitive events, and community services. It encourages the development of leadership, organizational, and problem solving skills. Programs at the middle and high school levels revolve around a variety of national competitive events that are designed to encourage students to be creative within specified design constraints. TSA also offers technology education curriculum for the elementary level. TSA's membership continues to grow, and now numbers 150,000 members in 1,500 schools.

Vocational Industrial Clubs of America (VICA)
VICA's goal is to develop employability, participatory and quality skills to complement the occupational skills developed by students in technical education classrooms or work-based learning sites. The organization's 250,000 members strive to become world-class workers and responsible American citizens in the trade, industrial, technical and health occupations.

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DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

THE FEDERAL ROLE IN VOC-ED TODAY

HISTORY

The Federal role in vocational education began with The Smith-Hughes Act of 1917. The Federal role was expanded by the 1963 Vocational Education Act, which was significantly amended in 1976. The current authorizing legislation is the Carl D. Perkins Vocational and Applied Technology Education Act, Public Law 101-392.

BASIC GRANTS TO STATES

The U.S. Department of Education's Office of Vocational and Adult Education (OVAE) administers the Perkins Act. Under the Perkins Act, Federal funds are made available to improve vocational-technical education programs and services to youth and adults. The vast majority of funds appropriated under the Perkins Act are awarded as grants to State education agencies. These State Basic Grants are allotted to States according to a formula based on States' populations and per capita income.

Only State Boards for Vocational Education are eligible to apply for State Basic Grants. The distribution of grant funds within a State is directed to priority items established by the State in accordance with an approved State plan for vocational-technical education. Local education agencies and postsecondary institutions are eligible recipients for subgrants.

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION (DVTE)

Within OVAE, the Division of Vocational-Technical Education (DVTE) administers the funds distributed to States for vocational-technical programs offered in secondary and postsecondary schools. DVTE provides services to the States and the field in response to the mandates of the Perkins Act. These services include State plan review and approval, program leadership, technical assistance, program monitoring, audit resolution, and selection of the Secretary's Awards for Outstanding Vocational-Technical Education Programs. Other major DVTE functions include contract management, data collection analysis, information resource development and dissemination, and international program coordination.

VOCATIONAL STUDENT ORGANIZATIONS (VSOs)

Vocational Student Organizations (VSOs) are unique programs providing career and leadership development, motivation and recognition for middle, junior high, secondary, postsecondary, adult and collegiate students enrolled (or who were enrolled) in vocational-technical education programs. VSO activities are an integral part of the vocational program of instruction. Ten VSOs are recognized by the U.S. Department of Education. Over 2 million vocational-technical students across the nation are members of VSOs.

SECRETARY'S AWARDS FOR OUTSTANDING VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

OVAE/DVTE administers the Secretary's Awards for Outstanding Vocational-Technical Education Programs to recognize and promote the replication of school-to-work and vocational-technical education programs on the cutting edge of connecting students to a quality education and the future.

NEW INITIATIVES/PROGRAM AREAS

Today vocational educators are involved in a number of initiatives and reforms aimed at helping all students achieve their educational and career goals:

✓**Tech Prep** -- is a planned sequence of courses in a technical field beginning as early as the ninth grade. The sequence extends through two years of postsecondary occupational education, or an apprenticeship program of at least two years following secondary instruction, and culminates in an associate degree or certificate.

✓ **School-to-Work Opportunities** -- States and localities are developing new systems to better prepare all students for careers and further education.

✓ **Performance Measures & Standards** -- States receiving funds under the Perkins Act must develop and implement statewide systems of core standards and measures of performance. Performance standards and measures are unique indicators that provide the foundation for an accountability system developed by each State to evaluate the quality of its vocational-technical education programs.

✓ **The Integration of Academic and Vocational Education** - is a planned coordination and sequencing of courses, curricula, and/or programs -- emphazing contextual learning -- so that students can develop and achieve both academic and vocational competencies. Integrating academic and vocational education is a means to bridge the divide between vocational and academic education.

✓**Career Guidance and Counseling** -- assists individuals in making and implementing informed educational and occupational choices. As a career development strategy, career guidance and counseling includes educational planning and career exploration, and career planning.

✓**Rural Education** -- refers to all education programs that serve the populations of rural communities. "Rural" is defined as all people living outside urbanized areas in the open country or in communities of less than 2,500 inhabitants, as well as those living in areas of extended cities with a population density of less than 1,000 inhabitants per square mile.

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Office of Vocational & Adult Education

Fact Sheet

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

CAREER GUIDANCE AND COUNSELING PROGRAMS

WHAT IS A CAREER GUIDANCE AND COUNSELING PROGRAM?

It is a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. A career guidance and counseling program develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning.

WHY IS CAREER GUIDANCE AND COUNSELING KEY TO THE DELIVERY OF VOCATIONAL-TECHNICAL EDUCATION?

Career guidance and counseling programs help individuals acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in society. These programs better prepare individuals for the changing workplace of the 21st century by:

- teaching labor market changes and complexity of the workplace
- broadening knowledge, skills, and abilities
- improving decision making skills
- increasing self-esteem and motivation
- building interpersonal effectiveness
- maximizing career opportunities
- improving employment marketability and opportunities
- promoting effective job placement
- strengthening employer relations

WHO BENEFITS FROM CAREER GUIDANCE AND COUNSELING PROGRAMS?

Everyone benefits-- youth and adults, male and female, disabled, disadvantaged, minorities, limited English proficient, incarcerated, dropouts, single parents, displaced homemakers, teachers, administrators, parents, and employers.

WHERE ARE CAREER GUIDANCE AND COUNSELING PROGRAMS OFFERED?

Everywhere -- elementary, junior and senior high schools, community colleges, technical institutes, universities, career resource centers, correctional facilities, community-based organizations, human services agencies, community and business organizations, skill clinics, employment and placement services.

WHERE IS CAREER GUIDANCE AND COUNSELING WORKING?

During 1995-96, six career guidance programs were selected as exemplary in the following sites:

- Elgin Public Schools, Elgin, ND;
- Birdville Independent School District, Haltom City, TX;
- School District of Flambeau, Tony, WI;
- Elk Grove High School, Elk Grove Village, IL;
- North Harris College, Houston, TX; and
- Van Buren Intermediate School District Vocational-Technical Center, Lawrence, MI.

Additionally, States implementing the National Career Development Guidelines have many success stories.

WHAT ARE THE KEY COMPONENTS OF SUCCESSFUL CAREER GUIDANCE AND COUNSELING PROGRAMS?

- A planned sequence of activities and experiences to achieve specific competencies such as self-appraisal, decision making, goal setting, and career planning
- Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluations)
- Qualified leadership
- Effective management needed to support comprehensive career guidance programs
- A team approach where certified counselors are central to the program
- Adequate facilities, materials and resources
- Strong professional development activities so counselors can regularly update their professional knowledge and skills
- Different approaches to deliver the program such as outreach, assessment, counseling, curriculum, program and job placement, follow-up, consultation, referral

WHAT DOES THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT HIGHLIGHT ABOUT CAREER GUIDANCE AND COUNSELING PROGRAMS?

- Ensures qualified leadership and supervision
- Continues expenditures for program support
- Ensures program quality and effectiveness
- Requires career development activities for special populations
- Promotes counselor training and retraining
- Encourages elimination of sex bias and stereotyping
- Facilitates school-to-work programs
- Strengthens tech prep programs through recruitment, retention and placement

WHAT ARE SOME OPPORTUNITIES FOR CAREER GUIDANCE COUNSELORS UNDER THE PERKINS ACT?

Counselors have opportunities to participate in an education and training system that integrates academic and vocational education, to encourage individuals' greater participation in further education by articulating secondary and postsecondary education, to renew their commitment to serving the most at-risk or disadvantaged of our society, to promote program outcomes and performance measures, and to respond to business and economic development.

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DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

RURAL EDUCATION

WHAT IS RURAL EDUCATION?

Rural education refers to all education programs offered that serve the populations of rural communities. "Rural" is defined as all people living outside urbanized areas in the open country or in communities of less than 2,500 inhabitants; it also includes those living in areas of extended cities with a population density of less than 1,000 inhabitants per square mile.

WHAT IS THE ROLE OF THE DEPARTMENT OF EDUCATION IN RURAL EDUCATION ?

The U.S. Department of Education is charged with coordinating Federal education programs as they relate to rural communities. Public Law 96-88 is the legislation authorizing the U.S. Department of Education. It states in Sec.206, "the Secretary, through the Assistant Secretary, shall also provide a unified approach to rural education and rural family education through the coordination of programs within the Department and shall work with the Federal Interagency Committee on Rural Education to coordinate related activities and programs of other Federal departments and agencies."

WHAT ARE SOME PROGRAM EXAMPLES WITHIN THE DEPARTMENT OF EDUCATION THAT ADDRESS SPECIFICALLY RURAL EDUCATION?

The Office of Educational Research and Improvement administers a "Rural Initiative" through its regional laboratories. The initiative's focus includes:

- Innovative rural education programs that show promise of upgrading instruction in small rural schools; and
- State and local educators in their efforts to rethink how schools can better serve their students.

The Office of Vocational and Adult Education has administrative responsibility for Public Law 81-740, which issued a Federal Charter to the National Future Farmers of America Organization. The FFA is a student organization that is an integral part of over 7,700 agricultural education programs across the country. A major number of the agricultural education programs are located in rural schools and are often important partners in rural community development activities.

WHERE CAN YOU FIND OUT MORE ABOUT FUTURE FARMERS OF AMERICA AND HOW IT WORKS?

Future Farmers of America
5632 Mount Vernon Memorial Highway
Alexandria, VA 22309
Telephone: 703-360-3600

WHAT OTHER KEY ACTIVITIES IS THE DEPARTMENT OF EDUCATION INVOLVED IN?

A National Rural Development Council has been established for the purpose of fostering economic development in rural communities. Federal agencies have been working together to help States establish councils which provide leadership for State activities in rural development. The Department has been participating in developing information, programs, and strategies for this effort.

WHAT IS THE RESEARCH AGENDA FOR RURAL EDUCATION?

This agenda is to suggest topics for institutions and individuals conducting research in Rural Education. The suggested list originated from earlier recommendations from the Federal Interagency Committee on Education. They are:

- the overall effectiveness of rural schools
- curricular provisions in rural schools
- school and community partnerships on behalf of rural schools
- human resources for rural schools
- use of technology in rural schools
- financial support and governance for rural schools.

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DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

THE SECRETARY'S AWARDS FOR OUTSTANDING VOCATIONAL-TECHNICAL EDUCATION PROGRAMS --1995

WHAT IS THE AWARDS PROGRAM?

The Secretary's Awards for Outstanding Vocational-Technical Education Programs are a means to recognize and disseminate information about exemplary vocational-technical education programs nationwide. The purposes of these awards are to:

- recognize excellence in local school-to-work and vocational-technical education programs, services, and activities that carry out the purposes of the Carl D. Perkins Vocational and Applied Technology Education Act;
- promote the expansion and replication of outstanding school-to-work and vocational-technical education programs that will enhance the image of vocational-technical education; and
- provide national leadership in designing educational reform initiatives, practices, and training methodologies for the future.

WHAT IS THE SIGNIFICANCE OF THE AWARDS?

These programs demonstrate how vocational-technical educators are forging new partnerships with the business community to deliver effective vocational-technical education. The overall strength of these programs is their partnerships -- partnerships among secondary and postsecondary educational institutions as well as partnerships among educational institutions and the business community.

The future strength of our nation depends on the education of our citizens and how well they are prepared to meet the challenges of the 21st century. Vocational-technical education programs such as these are critical in meeting this challenge. These programs serve as models of how best to prepare all students with the knowledge and skills they need to succeed and be prepared for college and career options. We urge you to learn from these programs and to implement their promising practices.

HOW ARE WINNERS CHOSEN?

In 1995 the U.S. Department of Education invited each state to nominate up to two programs to compete for the awards. Each nomination addressed seven criteria: articulation; systemic reform; integration of academic and vocational-technical education; performance system; all aspects of the industry; sex equity/ special populations served; and model and replication.

In the first tier review, fifteen non-federal reviewers evaluated 54 nominations submitted by 34 states. The reviewers identified 21 semifinalists (two per region except in Region I where two nominations tied for second place). In the second tier review, members of the Secretary's Awards Team and their Office of Vocational and Adult Education (OVAE) colleagues visited the 21 semifinalist sites. Secretary Riley then selected the twelve regional winners. In Regions VI and IX, the contenders were so close that both programs were recognized with awards.

WHO ARE THE WINNERS?

Region I:
Springfield Technical Community College
The Mechanical Engineering Technology Program
One Armory Square
Springfield, MA 01105
John Warner, Dean, Engineering Technology
TEL (413) 781-7822/ext 3501-FAX (413) 734-0515

Region II:
Ocean County Vocational Tech School
Telecommunications Youth Transitions Program
1299 Old Freehold Road
Toms River, NJ 08753-4298
Dr. Jeanne Andrews, Program Administrator
TEL (908) 349-8425 - FAX (908) 349-9788

Region III:
Berks Career and Technology Center
Automotive Technology Program
R.D. #1, Box 1370
Leesport, PA 19533
Dr. Robert A. Runkle, Administrative Director
TEL (610) 378-4884 - FAX (610) 378-5191

Region IV:
Lexington School District Four
Swansea High Tech Prep Initiative
P.O. Box 569
Swansea, SC 29160
Sandra C. Sarvis, Associate Superintendent
TEL (803) 568-1000 - FAX (803) 568-1020

Region V:
Genesee Area Skill Center Technology Center
Health Sciences and Medicine Platform
G-5081 Torrey Road
Flint, MI 48507
Jan Dean, Program Coordinator
TEL (810) 760-1444/ext 176-FAX (810) 760-7759

Region VI:
Altus High School
Agricultural Education/Agriscience Program
400 North Park Avenue
Altus, OK 73521
Bruce Farquhar, Program Coordinator
TEL (405) 481-2165 - FAX (405) 481-2129

Region VI:
South Texas High School for Health Professions
100 Med High Drive
Mercedes, TX 78570
Dr. Ronald Schraer, Superintendent
TEL (210) 565-2454 - FAX (210) 565-4639

Region VII:
Iowa Western Community College
General Health Occupations Education
2700 College Road, Box 4C
Council Bluffs, IA 51502
Colleen Hunt, Associate Dean
TEL (712) 325-3396 - FAX (712) 325-3314

Region VIII:
Thompson R2-J School District
Career/Academic Plan
535 North Douglas Avenue
Loveland, CO 80537
Dr. Nancy Wear, Director, Career Education
TEL (970) 669-3940/ext 359-FAX (970) 663-0605

Region IX:
Mt. Diablo High School
The Serendipity/Diablo Valley College Tech Prep
Program in Food Service and Hospitality
2450 Grant Street
Concord, CA 94520
Judy Moon, Director
TEL (510) 798-0882 - FAX (510) 687-9658

Region IX:
Wallace Rider Farrington High School/Kapiolani
Community College
Farrington Health Academy
1564 North King Street
Honolulu, HI 96817
Lillian Chang, Lead Teacher
TEL (808) 832-3577 - FAX (808) 832-3587

Region X:
Fairbanks North Star Borough School District
OPTIONS Teen Parenting Program
520 5th Avenue
Fairbanks, AK 99701
Georjean Seeliger, Coordinator
TEL (907) 479-4452 - FAX (907) 479-5899

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